**K-5 ELA Lesson Plan**

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| **Teacher: Karen Cermak-Serfass** | | **Grade: 2** | | | **Date(s)**: 8/31/2012  Friday |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task: Task Two**  **T-CHART** | | |
| **Essential Question(s):**  **How does asking and answering questions help me understand key ideas and details while I read?**  **What is the best way to share a story with an audience?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Chart Paper** * **Markers** * **Pencils** * **Paper** * **Art supplies** * **Vocabulary word cards** * **Document camera** * **Book baskets [biographies and character]** * **Student notebooks [t-chart]** * **Laminated STORY MAP anchor chart** * **Student copies of story map(s)** * **5 Star Writer Checklist anchor chart** * **Individual Student 5 Star Writer Checklist** * **Teacher edition anthology** * **Student textbooks** * **Listening center audio equipment** * **Leveled readers** * **Laminated T-CHART anchor chart** * **computers** | | | | **key idea story traits**  **plot setting statement**  **major events topic question**  **capitalization facts interview**  **context clues noun power point**  **conventions verb**  **punctuation opinion**  **details adjectives**  **adverbs period**  **question characters**  **Lesson Vocabulary: *Just Like Josh Gibson***   * **threw** * **sailed** * **field** * **bases** * **plate** * **cheers** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xGuided Practice  Independent | **Reading**  **Standards:**  **RL. 2.1 Ask and answer such questions as who, what, where, why and how to demonstrate understanding of key details in the text.**  **RL. 2.3 Describe how characters in a story respond to major events and challenges.**  **RL. 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**  **RL 2.7 Use the information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **L. 2.4a Use sentence level context clues as a clue to the meaning of a word or phrase.**  **SL. 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media**  **I Can Statement(s):**   * **I can identify all the elements of a story.** * **I can accurately describe my Story Map.** * **I can identify major events and challenges in a story.** * **I can share ideas about the ways characters respond to major events and challenges.** * **I can demonstrate cause and effect using a t-chart.** * **I can identify expository text.**   **Instructional Plan:**  **[See Writing Instructional Plan]**   1. **Whole Group: Teacher directs whole group t-chart lesson using the pictures on pp.162-163.** 2. **Expository Text: Teacher Directed lesson- *Rescue Dogs,* pp. 184-187. Focus on *text features* and paragraphs within subheadings.** 3. **\*Determine the pace of the group. [completion of one on one student assessments]** 4. **Give students time to complete independent and partner activities** 5. **Work with students who need intervention strategies.** 6. **Continue to work on student testing** | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xGuided Practice  xIndependent | **Writing**  **Standards:**  **W. 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **W. 2.8 Recall information from experiences or gather information from provided sources to answer a question.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing**  **L. 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**  **I Can Statement(s):**   * **I can demonstrate an understanding of character, setting and plot.** * **I can use my 5 Star Checklist when I write.** * **I can use my glossary and confirm the meanings of lesson words** * **I can write a simple paragraph which includes a *topic* *sentence*, *supporting details, and an ending sentence.***   **Instructional Plan:**   1. **Whole Group : Use the t-chart created during the reading lesson as the basis for the simple paragraph model.** 2. **Model through *shared writing* simple paragraph writing. Begin with inquiry about what students understand through question and answer session about parts of a paragraph. Guide the lesson to understanding.** 3. **Create shared model using the information from the reading lesson t-chart [Working Together; graphic organizer 25]. Label the parts diagram style. [text feature]** 4. **Students will create model of simple paragraph in their notebooks; label parts.** 5. **Use *Grammar and Writing* textbooks for gradual release of concept. Use text pages [ ] as a practice exercise.** 6. **Independent Work: Complete grammar and writing exercise and paragraph writing from above lesson.** 7. **\*Extension Independent Work: Computer keyboarding in word document with vocabulary word study.**   **Student-Teacher: Individual student assessment- Completion of STORY MAP assessment. Use TASK ONE Rubric [use one on one time to complete remaining assessments.]** | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xGuided Practice  xIndependent | **Word Study**  **Standards:**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing**  **L. 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**  **L. 2.4a Use sentence level context clues as a clue to the meaning of a word or phrase.**  **I Can Statement(s):**   * **I can use a dictionary to check the meanings and spellings for my weekly word work.** * **I can successfully spell my weekly words.** * **I can demonstrate an understanding of the vocabulary lesson words.** * **I can use the computer and write a word document.**   **Instructional Plan:**   1. **Weekly spelling assessment *r controlled vowel* words: 18 words and 2 word bonus option** 2. **Whole Group: Vocabulary Lesson for *Just Like Josh Gibson.*  Review how to play “Word Riddles” with the students.** 3. **Display the vocabulary word cards for the selection.** 4. **Describe the words with clues; i.e. number of syllables, vowel sounds, context sentence clues, etc.** 5. **Write the clues on chart paper or note cards** 6. **Guide the lesson until the students have guessed all the riddles.** 7. **Use the document camera to display a copy of the COGNITIVE DICTIONARY organizer. Quickly review the previous lesson. Take this time to revisit *glossary* as a text feature.** 8. **Partner Work : Partners will complete the vocabulary lesson** 9. **Independent Work: Keyboarding practice- Create a word document template with lesson vocabulary words. Students will recreate the word riddles to reinforce word study analysis for each word.** | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xGuided Practice  xIndependent | **Speaking & Listening**  **Standards: SL. 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**  **[a.]Follow agreed upon rules for discussions…**  **[b.]Build on others’ talk in conversations by linking their comments to the remarks of others.**  **[c.]Ask for clarification and further explanation as needed about the topics and texts under discussion.**  **I Can Statement(s):**   * **I can identify the challenges and events that effect the characters and their actions.** * **I can understand the character’s problem and identify the solution.** * **I can successfully work with a partner to read a selection and complete a story map.** * **I can listen to a selection and demonstrate an understanding of story structure and sequence.**   **Instructional Plan:**  **[See above: Reading, Writing, Word Study Instructional plan]**   1. **Whole Group: Teacher directs whole group discussion on expository reading selection, t-charts, paragraph writing and word analysis.** 2. **Partner Work: Partners work together to complete the vocabulary lesson.** 3. **Independent Work: Participation in classroom discussions and completion of shared models.** | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; evidence of “partner work”.** * **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will begin to explore biographies and stories using book basket selections. Computer keyboarding in word documnent.** | | **Small group work and partner work to assist students with t-chart completion, cognitive dictionary activity, paragraph writing, and collaboration activities.**  **Students will make CHOICES as they decide on leveled reading selections.** | | | **Vocabulary cards and t-chart Anchor Charts will be posted.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**   * **Assessments for these standards are integrated within the plan.** * **Dibels and TRC assessments will be completed this week.** * **Baseline Writing** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*